**Guided Practice: The What, Why and How…**

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| MCj04315850000[1]**This resource includes …**   * An explanation of [what Guided Practice is and its purpose](#_The_Fundamentals_of_1), with a [table](#_Unsure_of_How) that clarifies what guided practice is/is not * a list of [strategies](#iwr) to use when planning the guided practice portion of your lessons, with sample activities aligned to objectives at various levels of Bloom’s; * a [sample lesson plan](#_This_sample_lesson) with explanation for how the guided practice is meeting its purpose,. |
| MCj04042630000[1]**When and Why should I use this resource?** Use this resource if you are unsure of how to plan and effective a guided practice that provides your students with support as they are practicing the lesson’s objectives and prepares them to be successful on the independent practice OR if you and your students are getting bored of the same old activities every day and you need some ideas of different guided practice strategies. |
| *MCj04039250000[1]****How* should I use this?** To build your knowledge of what guided practice should look like, review this resource and look at how these strategies and suggestions are included in the lesson plan linked in this resource. Pay particular attention to how the guided practice in the lesson plan allows ALL students to have MULTIPLE opportunities to practice in a SCAFFOLDED way. Ask yourself how that is different from your typical lesson plans. Then, using a recent lesson plan, re-vamp your guided practice using some of the suggestions from the lesson plan and this resource to see your students succeed during their practice time! |

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### The Fundamentals of Guided Practice

Guided Practice is a crucial component of a solid lesson. After teachers have introduced new material, students need time to practice the new knowledge and skills they have learned. During Guided Practice, students are given the opportunity to practice what they have learned with the support of their teacher so that they are continuing to internalize the key points that were presented in the INM. Remember, your goals is for student to be able to work with decreasing support during this time so that when it becomes time for Independent Practice, your students are set up for success and do not end up lost or confused during Independent Practice.

**Take this analogy for example**

(Taken from another great resource abut guided practice which you can access with this link:

<http://beta.tfanet.org/wps/myportal/teachinglearningcenter/resourceexchange/resourceprofile?resource_id=c6fdebb1c867415a:70b56860:12090da9f2e:-7637>)

*Imagine your friend is teaching you to ride a bike for the first time. She first shows you how to do it by modeling it for you and talking through what she’s doing.  Then she holds onto the handlebars while you pedal and steer.  At first she holds on and takes more of the steering control, but she gradually lets you do more of the work as you get better at it.  Finally, she lets go, and you practice riding by yourself.*

****The guided practice is the part where she’s holding the handlebars and gradually letting you go.  If she showed you how to do it (INM) and then told you to hop on the bike and go (IP), you would fall, not get it right, and possibly even give up.  Students need that guided opportunity in between INM and IP where you’re “holding their handlebars” and gradually letting go.  In the classroom, that means monitoring their understanding while they’re practicing, giving them feedback, and asking them pushing questions so that when they have to do it on their own, they’re really ready.

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### What Guided Practice is and What it is NOT

### During Guided Practice, teachers can often become too focused on demonstrating the skill they introduced or modeling how to do a specific problem that they forget to let the students learn how to explore the new material and internalize it. On the other hand, sometimes, teachers can jump straight from the INM to the independent practice and forget to support students while they are practicing the material. As teachers, if we do not allow enough time and guidance for our students to practice the concept it will be very difficult for them to internalize the material. To help clarify these misunderstandings, here is an explanation of what guided practice should look like in the lesson plan and what common pitfalls to avoid when planning practice. This table was adapted from a resource created by the Phoenix Elementary PD’s.

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| **Lesson Planning Element** | **What it should look like** | **What it shouldn’t look like** |
| Guided Practice | * + - MOST or ALL students have a chance to explain or do what the teacher has outlined in the INM     - Students have multiple opportunities to practice the skills they have been taught in the INM with     - Students are practicing the content in a scaffolded manner: from easier to more difficult     - Guided Practice has students practicing the material at the level at which they will be doping so independently     - Teacher provides support during guided practice and gradually releases responsibility to the students     - Teacher circulates around room to coach and monitor student performance     - Includes plans that will allow teacher to determine extent of student mastery (checks for understanding)     - Includes plan to slowly release responsibility to students | * + - Only a few students have the opportunity to show mastery during this time (by coming up to board, etc).     - Students do 1-2 problems with teacher support and then move on to independent practice before they are ready     - Teacher has not released responsibility and is still heavily in control for all of the guided practice     - Teacher releases students too quickly from INM to independent practice and does now allow them the gradual release of responsibility     - Students are practicing in a way that does not align to independent practice (ex. using manipulatives but then being asked to solve problems without these during independent practice/assessment)     - Students are not held accountable for understanding     - Teacher provides answers     - Teacher accepts answers without explanation     - Checks for understanding that are unreliable, not used for all students, or no checks for understanding are used |

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### Guided Practice Strategies

### If you feel like you are running out of ideas for great guided practice strategies check out the suggestions below. *For the linked resources, be sure to login to TFANet, then copy and paste the links into your browser.*

### Guided Practice Strategies for Social Studies and ELA:

### This resource includes different guided practice strategies for Social Studies and English Language Arts classes.

### <http://www.tfanet.org/wps/myportal/teachinglearningcenter/resourceexchange/resourceprofile?resource_id=4ffa44dae06433a9:68cfb8e8:11e2a05370b:7e49>

### Guided Practice Strategies aligned to the different levels of Blooms:

### Page 4 of this resource lists different activities that you can use with your students to have them practice the daily objective at the appropriate levels of Bloom’s.

### <http://www.tfanet.org/wps/myportal/teachinglearningcenter/resourceexchange/resourceprofile?resource_id=4ffa44dae06433a9:25c21a34:124b5760599:7979>

Here is an example of how to use the **different levels of Bloom’s taxonomy across a week of scaffolded daily objectives** **with different guided practice activities aligned to each objective.**

|  |  |  |
| --- | --- | --- |
|  | **Daily Lesson Objective** | **Aligned Practice Activity** |
| **Day 1** | SWBAT **identify** and **define** all aspects of setting.  *This objective includes verbs that align to the Knowledge Level* | Setting Flip Book – for each aspect of setting, students will define, summarize in the meaning in their own words, give an example, and draw an example.  This “book” will help them throughout the week. |
| **Day 2** | SWBAT **match** a statement to the aspect of setting.  (winter = time of year; morning = time of day)  *This objective include a verbs that aligns to the Comprehension Level* | Find your partner – one has a card with a story clue, one has a card with the aspect of setting.  4 Corners – aspect of setting on posters in the four corners – students go to the corner that matches with the card they have in their hand. |
| **Day 3** | SWBAT **classify** words and phrases (clues) in a story to be able to determine all aspects of setting.  *This objective include a verbs that aligns to the Analysis Level* | Highlighters – highlight the clues for each aspect of the setting in a different color (place, time of day, time of year, etc.)  Cut it out – students cut out each clue and paste it in the appropriate “aspect” column to complete their detective file and have other students guess where the story takes place using the clues provided. |
| **Day 4** | SWBAT **determine** how the story would change is the setting was different  *This objective includes a verb that aligns to the Synthesis Level* | Create a Story map – students complete a story map with their newly created setting illustrating how the setting affects the plot of the story  Diorama- students illustrate the new story with a different setting (in their diorama they include the new problem, solution, etc.) |

### Additional Guided Practice Strategies:

### Games

### -For example math games that have students practicing the skill they are working on- they can play class versus teacher or in small groups with the teacher monitoring their performance and other students helping each other

### -Another example is to play “Beach Ball Vocabulary” when you label a bar with your weekly vocabulary words and as students catch the ball, they need to either define the word, use it in a sentence, act it out, give an antonym, give an example, etc.

### Using White Boards

### -Have the class all engage in solving a math problem step by step and use white boards to check for understanding and isolate questions

### Relay Races

### -Have each student do one part/step of a math/science problem, and then race to the back of the line for the next student to do the next step…etc.

### Using Manipulatives

### -The teacher can model how to solve a problem using manipulatives and a smart board/projector while the class is following along and using their own set of manipulatives

### Group Work

### -Cooperative learning is a great way to let students practice! Students can work in groups with each student having a different role, summarizer, note-taker, cheerleader, etc. and different responsibilities. The teacher can monitor their progress during group work

### Pairs/Partner Work

### -Setting up clear expectations for partner work where students can work together and check their work while also helping to explain the lesson content to each other.

### Teach the teacher

### - Have the teacher play ‘dumb” with students teaching them how to answer the question or solve a problem. You can have students go through each step of how to solve the problem. The teacher can even make mistakes and have the students call out their errors and “teach the teacher”

### Quiz, Quiz, Trade

### -Give students questions on note cards and have them walk around the room and “quiz” one another. After a pair of students have quizzed, they switch note cards and find someone else to quiz. The teacher monitors students’ responses to check for understanding and address confusion.

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### What does this look like?

### This sample lesson plan includes a strong guided practice section that allows students multiple opportunities to practice at scaffolded levels. The commentary highlights how the Guided Practice is aligned to all parts of the lesson and meets its purpose for having ALL students practice the objective multiple times in a scaffolded setting and with teacher support.

**FIVE-STEP LESSON PLAN (3rd Grade Math)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OBJECTIVE.**  What is your objective?  | **KEY POINTS.**  What knowledge and skills are embedded in the objective?  | | | | **Commentary on Lesson Plan** |
| **SWBAT:**  write a multiplication problem based on an array | **Knowledge:**  A multiplication question is asking you to solve how many things there are all together in groups of equal sizes  **Skills:**  To make an array, look at the problem for ex: 5x6 – the problem is asking you to make 5 groups of 6 (or 5 rows of 6)  The five is how many rows there will be in your array  Make the rows by drawing 5 \_\_\_\_\_\_’s on your paper  In each row make 6 circles  Your array should be perfectly lined up  to solve 5x6 count (or skip count) the number of circles you have in all  5x6=30 | | | | ***In this plan, the teacher has broken down the objective she is teaching into both knowledge and skills steps she is going to need to present to her students in the Key Points, then later in the INM and again in the Guided Practice.***  ***By doing so, she is allowing her students multiple opportunities to be exposed to the key points and to internalize them.*** |
| **ASSESSMENT.**  Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective.   Attach your daily assessment, completed to include an exemplary student response that illustrates the expected level of rigor.   *Indicate whether you will administer the assessment as the independent practice or during the lesson closing.* | | | | | |
| Students will have to complete an exit slip with 5 questions on it.  The questions will be:   1. which is the correct array for 5X3?   00000 000 00000 000  00000 000 00000 000  000 00000 000  00000 000  00000 000   1. Using the array below, solve 6X4   0000  0000  0000  0000   1. Draw an array for 7X2 2. Draw an array and solve for the problem 3X6 3. Draw an array and solve for the problem 6x8 | | | | | ***The Assessment (exit slip) here is aligned to the independent practice as well as the guided practice. These are not \*NEW\* problems, students have seen them before in both the GP and IP and have received feedback on their work in both those parts of the lesson. So, by this point, they should be able to understand the questions and solve them without the teacher’s support and guidance.***  ***Each of these questions is scaffolded to make sure the teacher is able to determine where the break down is.***  ***For example, in question 1 the student is just identifying the correct array, then using it to solve a problem, before moving to creating and solving a problem from scratch and having to make their own array.*** |
| **CONNECTION TO THE ACHIEVEMENT GOAL.**  How does the objective connect to the achievement goal?  | | | | | |
| NM Performance Standard- 3rd Grade: Use a variety of models to show an understanding of multiplication and division of whole numbers (e.g., charts, arrays, diagrams, and physical models; i.e., modeling multiplication with a variety of pictures, diagrams and concrete tools to help students learn what the factors and products represent in various contexts) | | | | | |
| **4. OPENING (30 min.)**  How will you communicate *what* is about to happen?  How will you communicate *how* it will happen?  How will you communicate its *importance*?  How will you communicate *connections* to previous lessons?  How will you engage students and capture their interest?  | | | | **MATERIALS** |  |
| Yesterday we solved multiplication problems by drawing picture to help us solve the problem. Today, we’re still drawing things in groups, but now our groups will be  called ROWS, and our pictures will be called ARRAYS.  Using arrays is a great way to help us solve multiplication problems, and by the end of today you will be able to use arrays to solve problems like 5x6 and 7X4 by using arrays.  This is an important skill to learn because 3rd graders need to be able to solve multiplication problems using arrays before they go to 4th grade. Also, solving multiplication problems using arrays is going to show up on our final test at the end of the year and we need to know how to do this to reach out goal of scoring 80% or higher on that final test. | | | | Example problem from yesterday – we used a picture of 4 tricycles to solve 4x3  Show this so that we can have students remember what they did in previous lesson  Vocabulary word card for **Array**- with a picture of an array and the definition  Array: a model or picture made up of rows and columns, used to solve a multiplication problem |  |
| **3. INTRODUCTION OF NEW MATERIAL (8 min.)**  How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points?   Which potential misunderstandings do you anticipate? How will you proactively mitigate them?   How/when will you check for understanding? How will you address misunderstandings?   How will you clearly state and model behavioral expectations?  Why will students be engaged?  | | | | Key points poster, white board, marker |  |
| **Teacher Actions**  Today we are going to be using arrays to solve multiplication problems  **Arrays** are models or pictures that help us to solve multiplication problems  Remember, from yesterday we learned that a multiplication question is asking you to solve how many things there are all together in groups of **equal sizes**  When we see a problem like this 3X4 that means there are 3 groups of 4, each group has the same number of objects. 4 objects  We cannot multiply if groups are NOT the same size  I am going to show you how to make an array today! But before we MAKE arrays, we need to make sure we understand what an array is and what it is used for.  So remember, the most important thing about multiplying and using arrays is that we have to be talking about EQUAL groups  *-For example:*  *If I have the problem 4x3 I need to make sure my array has 4 rows of 3.*  *So which array would represent that multiplication problem?*  *Teachers shows 3 arrays (one is 4x4 one is 3x3 one is 4x3 and one has one row of 4 and one row of 4)*  To make an array, we FIRST (pints to key points HOW TO CREATE AN ARRAY) poster (students read with teacher)   1. Ask ourselves what is the multiplication problem telling us?   For example, in the question 5x6 the problem is telling me there are 5 groups of 6  Next, we need to :  2) Make the rows first (the first factor in the number sentence)  Teacher models making rows by drawing that many lines on the board   1. Then, (teacher points and class reads step 3) “Make the array by adding the correct number of circles in each row. Remember, each row has to have the SAME number of circles”   *To know how many circles we add, we look at the other factor in the number sentence. For example in 5x6 I look at the 6 and I know I have to make 6 circles in each row*  (Teacher adds 6 circles to each row for the array)   1. Now I can solve the problem by (points to step 4) Count or skip count the number of circles in your array to find the product to your multiplication problem   I know we have 6 items in each row and I can skip count by 6,s : 6 12 18 24 30 so the answer to 5x6 is 30. But, if I forget or don’t know how to skip count I can count each circle individually ( models this..) and I see again that there are 30.  Let’s go over the steps again  Teacher pints to the number of the step 1-4 and class reads it aloud  Checks for understanding: Before we get a chance to do this- I want to make sure we are ready.  I am going to call on you to help me with answer these. Do not call out, only answer if I call your name (teacher selects standards from all different levels to answer the questions)  What are we going to be making today  What does that help us to do?  What do we do first  Second  Third  Fourth | | | | **Student Actions**  Students are actively listening  Eyes and ears are on the teacher  When teacher says groups, students model “groups” with hand motions  Students model equal by performing a balance motion  Each time a teacher says a number (St. hold up that many fingers) ex. 3, 4  St identify accurate array and explain why each of the other examples is incorrect  Students repeat steps (by reading off paper)  Students read each step off of the poster as the teacher points to it.  Continue to use motions for symbols like first, second, third…etc  Students hold up 5 and then 6 fingers  Students model drawing rows in the air as the teacher draws them on the paper  Students mime drawing circles on each line as the teacher is doing so on the board  Students skip count and count along with teacher as he could the number of circles in the array  Today we are making arrays  It helps us to multiply and find the answer  Ask ourselves what the question is telling us  Draw the rows  Draw the circles in each row  Count or skip count to find the product | ***In the INM, the teacher is making sure to hit on all the key points (an effective way to do this is usually to copy and paste the key points into the template and as you are writing your plan, you can delete the key points as you go)***  ***If you do this in the INM, GP and IP you can make sure you are covering the key points in all parts of the plan***  ***This example DIRECTLY aligns to Q 1 on the exit slip and the first set of question on the IP. It will also show up again in the GP when the teacher tries to create incorrect arrays and has the students identify what is incorrect with the array she makes***  ***The teacher now goes through each of the steps for the process of creating an array. She has planned that students will mime drawing rows/circles as she does it so that they stay engaged in the INM (miming is a routine in the class so students know that this is expected of them in INM).*** |
| **2. GUIDED PRACTICE (30 min.)**  How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points?   How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard?   How/when will you monitor performance to check for understanding? How will you address misunderstandings?   How will you clearly state and model behavioral expectations?  Why will students be engaged?  | | | | | |
| **Teacher Actions**  So now, we are going to practice making our own arrays. I want each of you to take out your bag of buttons and paper passer outers are going to pass out lined paper that will help us make arrays.  Teacher tapes up a large copy of this paper to the board and has her own magnetic buttons  The first array we are going to make is for the multiplication sentence 3x6  So remember our steps (teacher points to steps poster on the board)  First we need to ask ourselves what is the problem asking us to do?  Great, so what is it telling us?  What do we do now?  T uses a marker to trace over the three rows they will be using  What do we do next?  And what is that telling us  T models on the board  And lastly?  What should we skip count by?  Is there anything else we can skip count by  Let’s try both ways to make sure we get the same answer  Now lets count 1 by 1 to check out answer and in case we didn’t know how to skip count  What can you tell me about each row and the number of items in each row?  What if we had a row of 5 an a row of 4 could we multiply then?  Why not?  **Teacher and students go through 1 more problem follow the same steps**  **(teacher creates array incorrectly by making the same number of columns as rows and has students point out mistake and explain why that is incorrect**  Then teacher has students put manipulative away and take out a piece of paper to practice making their own arrays  Now, I want you to work in partners to make arrays for these questions.  3x3  3x8  5x7  2x9  You will work with your partner to make the array on your paper  For question 1 Partner A will check the rows and partner B will check the circles, you will both make sure you have the correct answers  Then you will switch and B will check the rows and A will check the circles. Then switch back and do the two more questions  When you have solved all 4 of these arrays I want you to raise your hand and I will check your work,  Then you will move on to solving some questions independently- your IP will be at the front of the room. Once I tell you, you can grab a worksheet and begin to work on it at your desk quietly.  Any questions?  Can someone repeat back to me what the expectations are?  re models or pictures that help us to solve multiplication  As st begin to work, teacher will monitor practice by talking with students, checking their word, making sure they are working with one another, etc. | | | **Student Actions**  Materials managers pass out bags of buttons to students and lined paper to each student  Students model equal by performing a balance motion  Each time a teacher says a number (St. hold up that many fingers) ex. 3, 4  Students respond (T uses popsicle sticks to call students) that they need to know what the questions is telling them  That there are 3 rows of 6  Look at the first factor – 3 and make that many rows  St use their pencils and trace over tree rows that they will use  Look at the second factor, the 6  We need to put 6 circles in each row  Students do the same on their papers (partners check their neighbors works)  Skip count to find the answer  6  3  St skip count by 6 and get 18  Then do the same by 3 and get 18  Yes it is the same answer  Now students count 1 by 1 and also arrive at 18  They are the same!  No  They wouldn’t be equal groups  Students read each step off of the poster as the teacher points to it.  Continue to use motions for symbols like first, second, third…etc  Together, with teacher students create arrays for  4x4 and 8x2  Students hold up 5 and then 6 fingers  Students will work with partners to make arrays. They already have letters (A/B)  Students will repeat directions back to teacher and T will clarify if needed  ST will work in pairs to solve 4 array questions when their work is completed and they raise hand, the teacher will determine if they are ready for IP – if so they will work on IP that will be at the front of room  If not, T will pull struggling students to side table to continue to work on additional GP questions | | ***The teacher models how to make arrays for the whole class while the students are using manipulatives and lined paper to make arrays with the teacher.***  ***The teacher asks questions with each of the key points during the GP to help students internalize the key points.***  ***In this example, the teacher purposefully makes a mistake so that the students can recognize it and correct the mistake. This is an example of “teach the teacher”***  ***Now the students work in partners to create arrays for various problems. Here, the students have less direct support from the teacher and are working with their partners to get support. The teacher is still monitoring understanding and providing support.***  ***Students are receiving multiple opportunities to practice the skill they need to master.***  ***Here, the teacher plans how to provide even more, targeted support to the students who need it by identifying the struggling students and pulling them aside to work in a small group while the rest of the students move in to IP.*** |
| **1. INDEPENDENT PRACTICE (25 min.)**  How will students attempt independent mastery of all knowledge and/or skills required of the objective, such that they solidify their internalization of the key points?   How will you provide opportunities for remediation and extension?   How will you clearly state and model behavioral expectations?  Why will students be engaged?  | | | | | |
| **Teacher Actions**  During beginning of IP, teacher will work with students who were not successful during GP and provide more support before they move on to IP. Teacher will continue to use manipulatives and offer support with CFUs for each student before having them work independently during GP.  During remainder of IP, teacher will monitor practice and offer feedback for students during the IP. | | **Student Actions**  Students will work independently on practice problems that are aligned to the exit slip.  They will have 3 questions asking them to identify the correct array form various options; 4 questions in which the array will be provided and they will need to solve the multiplication question; 3 questions in which they will need to solve an array and 5 questions that will have them writing and array and solving the multiplication question  They will be expected to work independently on the IP. As they finish the IP and are ready to move to exit skip, teacher will collect pass out exit slip with students will complete and put in the exit slip bin for daily assessment purposes. | | | ***In the IP, the students are getting LOTS of practice with questions that are very much aligned to the short and sweet exit slip they will complete at the end of the lesson. The IP and exit slip are not the same because students should still be able to receive feedback during the IP before being asked to show mastery on the exit slip.*** |
| **CLOSING (15 min.)**  How will students summarize and state the significance of what they learned?   If the independent practice did not serve as an assessment, how will students attempt independent mastery of the knowledge and/or skills introduced and practiced above?   Why will students be engaged?  | | | | | |
| **Teacher Actions**  What did we learn today?  What are the steps we need to do today’s objective?  What do you think we are going to do tomorrow? | | **Student Actions**  Students will re-iterate the objective for today – using arras to solve multiplication problems  They will go through the steps one by one  They will make predictions about tomorrow’s lesson (which will be solving multiplication word problems by using arrays | | | ***Students will summarize what they had learned in the lesson and connect that to their future lessons to close the lesson.*** |